

IDENTIFICATION OF SCHOOL ADJUSTMENT PROBLEMS OF SEVENTH AND
EIGHTH GRADERS AT THE JOHN PHILLIP CARR SCHOOL
CONYERS, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY
ADA MURPHY CALLOWAY

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

JANUARY, 1969

R = vii TP = 56

DEDICATION

Most affectionately dedicated

to

My husband, my sister and

my brother

ACKNOWLEDGEMENTS

The writer wishes to express sincere gratitude and appreciation to all persons who have helped to make the work of this thesis a pleasant and unforgettable experience.

Special thanks are extended to Dr. Huey E. Charlton, advisor and Dr. Robert Smothers, co-advisor for helpful suggestions that proved most beneficial throughout the study.

A. M. C.

TABLE OF CONTENTS

	Page
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
 Chapter	
I. INTRODUCTION	1
Rationale	1
Evolution of the Problem	3
Contribution to Educational Knowledge	4
Statement of the Problem	4
Scope and Limitations	4
Locale of the Study	5
Purpose of the Study	5
Operational Definitions	5
Method of Research	6
Research Procedure	6
Description of the Instrument	6
Description of the Subjects	6
Survey of Related Literature	7
II. PRESENTATION AND ANALYSIS OF DATA	16
Introduction	16
Health and Physical Development	16
School	21
Home and Family	21
Money, Work, The Future	28
Boy and Girl Relations	32
Relations to People in General	36
Self-Centered Concern	40
'What Problems Are Troubling You Most?'	40
'Would You Like to Spend More Time in School Trying to Do Something About Some of Your Problems?'	40
'Would You Like to Talk to Someone About Some of Your Problems?'	47

TABLE OF CONTENTS--Continued

Chapter	Page
III. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	48
Recapitulation of Research Design	48
Summary of Related Literature	48
Findings	49
Conclusions	52
Implications	52
Recommendations	53
BIBLIOGRAPHY	54
VITA	56

LIST OF TABLES

Table		Page
1.	Enrollment in Grades Seven and Eight at the J. P. Carr School, 1967-1968	7
2.	Problems Found in the Area of Health and Physical Development of Forty-two Boys and Fifty-eight Girls as Revealed by the Junior Form of the Mooney Problem Check List	17
3.	Problems Found in the Area of School of Forty-two Boys and Fifty-eight Girls as Revealed by the Junior Form of the Mooney Problem Check List	22
4.	Problems Found in the Area of Home and Family of Forty-two Boys and Fifty-eight Girls as Revealed by the Junior Form of the Mooney Problem Check List	25
5.	Problems Found in the Area of Money, Work, The Future of Forty-two Boys and Fifty-eight Girls as Revealed by the Junior Form of the Mooney Problem Check List	29
6.	Problems Found in the Area of Boy and Girl Relations of Forty-two Boys and Fifty-eight Girls as Revealed by the Junior Form of the Mooney Problem Check List	33
7.	Problems Found in the Area of Relations to People in General of Forty-two Boys and Fifty-eight Girls as Revealed by the Junior Form of the Mooney Problem Check List	37
8.	Problems Found in the Area of Self-Centered Concern of Forty-two Boys and Fifty-eight Girls as Revealed by the Junior Form of the Mooney Problem Check List	41
9.	Distribution of Responses of Forty-two Boys and Fifty-eight Girls to the Question: "What Problems are Troubling You Most?"	44
10.	Distribution of Yes or No Responses of Forty-two Boys and Fifty-eight Girls to the Question: "Would You Like to Spend More Time in School in Trying to Do Something About Some of Your Problems?"	45

LIST OF TABLES--Continued

Table	Page
11. Distribution of Yes or No Responses of Forty-two Boys and Fifty-eight Girls to the Question: "Would You Like to Talk to Someone About Some of Your Problems?"	46

CHAPTER I

INTRODUCTION

Rationale.--The complexity of the world in which we live and the magnitude of problems that present day youth face make it imperative that our schools continuously examine themselves to find out if they are providing the kinds of services appropriate to the needs of youth. It is therefore an inescapable obligation of every school to discover the needs of youth and to use this information in providing opportunities for the fulfillment of as many of these needs as possible in an educational setting.

In identifying and helping students with their needs one must understand the developmental tasks of adolescents. Havighurst writes of "developmental tasks" which are closely related to need and have the same cultural connotation. These tasks are classified as:

1. Accepting one's physique and accepting a masculine or feminine role.
2. Developing new relations with age mates of both sexes.
3. Attaining emotional independence of parents and other adults.
4. Achieving assurance of economic independence.
5. Selecting and preparing for an occupation.
6. Developing intellectual skills and concepts necessary for competence.
7. Desiring and achieving socially responsible behavior.

8. Preparing for marriage and family life.
9. Building values in harmony with an adequate scientific world picture.¹

Long before the turn of the century, educators began to realize that individual children learn at different rates. From this realization the psychology of individual differences emerged. Recognition of the importance of individual differences, whatever their origins, is fundamental to guidance theory and practice.² Present educational theory and practice are far from perfect and require constant revision and improvement in order to meet the needs of the group and to satisfy the interest of the individual. No matter how well the school is organized, how excellent the curriculum, or how proficient the teaching personnel, problems will arise as individual students attempt to adjust to school life.

The most compelling evidence about human differences is found within the individual. It has been known that children vary in many different ways: to consider a few; peer relationship, family relationship, group participation, mental abilities, achievement patterns and degrees of acquiring skills as well as numerous other ways. Modern education and parental training are so structured today as to expect and accept individual differences. It is important to recognize these differences but more important is for something to be done about meeting

¹Robert J. Havighurst, Developmental Task and Education (New York: Longmans, Green and Company, 1950), pp. 30-63.

²Anthony J. Humphreys, Arthur E. Traxler, and Robert D. North, Guidance Services (Chicago: Science Research Associates, Inc., 1960), p. 49.

the needs of these school age students.

The writer believes it is the responsibility of teachers and counselors to work cooperatively in providing the proper instruction and guidance for bringing about the best adjustment possible in fulfilling the needs of youth. When provisions are included in the organizational structure for exploring, and adjusting notions toward self-problem solving, youth is being directed in the proper channel for growth. Johnson, Busacker, and Bowman state that pupils entering high school face problems involving planning for the future.¹ The guidance program is that phase of the school organization which aims to assist the students resolve their adjustment problems.

The writer feels that this study will be of value to the administration and overall program of the school.

Evolution of the problem.--The writer, as an enrollee in the 1966-67 Guidance and Counseling Institute at Atlanta University, became interested in the problem of adjustment of seventh and eighth graders while serving as an intern in counseling. It has been observed that while many express sympathy and concern for the handicapped and gifted, less concern is evidenced for those students who are handicapped.

The concept of equality of opportunity is basic in our democratic society. This concept implies that all students should be provided with the kind of experiences which will enable them to develop to the fullest extent. Identification of student problems is essential before the

¹ Johnson, Busacker, and Bowman, Junior High School Guidance (New York: Harper and Brothers, 1961), p. 117.

school can meet the needs of those students whose growth and development are retarded because of some form of maladjustment. Dr. Conant pointed out that the need for guidance and understanding is present in all schools today.¹ It should be added that all students can and should be provided with guidance as well as other services in order that they may profit maximally from their school experiences.

Contribution to educational knowledge.--It is the hope of the writer that this study will be of value in that it will serve as a guide for the faculty and staff of the J. P. Carr School in providing educational experiences which will meet the unique needs of their students. It will provide for the school a survey of pertinent literature and research related to the problems of youth. These data should make it possible to plan the program of instruction scientifically.

Statement of the problem.--The problem involved in this study was to identify the school adjustment problems of seventh and eighth grade students at the J. P. Carr School and to suggest workable practices for satisfying adjustment needs.

Scope and limitations.--This study was limited to one hundred seventh and eighth grade students and was concerned with identifying their school adjustment problems. The limitation of the study was that it did not call for any explanation for the causes of pupils' problems. The researcher felt that causes could be determined only after problems were identified and because of the fact that each child grows in his own unique way, determination of cause should be left to the clinician.

¹James B. Conant, The American High School Today (New York: McGraw-Hill Company, Inc., 1959), pp. 44-46.

The emphasis of this study was placed on identification of the adjustment problems which are relevant to the identification and guidance of students.

Locale of the study.--The study was made at the J. P. Carr School, Conyers, Georgia.

Purpose of the study.--The general purpose of this study was to identify the school adjustment problems of the seventh and eighth grade students at the J. P. Carr School.

Specifically, the objectives of the study were to identify the extent to which seventh and eighth grade students are characterized by problems in the following areas:

1. Health and physical development
2. School
3. Home and family
4. Money, work, the future
5. Boy and Girl Relations
6. Relations to People in General
7. Self-Centered Concerns

Operational definitions.--The purpose of the following is to define terms as used in this study.

1. Adjustment - The dynamic in which an individual gradually becomes better acquainted with himself, discovers what he would like to be, determine how he can achieve his goals, and improves his ways of meeting life's crises.
2. Problem-solving - Students who sense a problem, try to define it, seek appropriate information, identify alternative solutions, select one, and then take action.
3. Personal needs - Refers to students' concerns in areas

specified by responses on the Mooney Problem Check List and information from cumulative records.

4. Self-Concept - The way an individual perceives himself. The way he looks at himself in terms of his ideas, his values, and his opinions.

Method of research.--The descriptive survey method of research was utilized to collect, present, and interpret the data for this study.

Research procedure.--The procedural steps followed in this study were as follows:

1. Permission to conduct the study was secured from the proper authorities.
2. Review of related literature, pertinent to the study was organized and summarized.
3. The necessary data were collected as follows:
 - a. The selection of one hundred students of the seventh and eighth grade class at the J. P. Carr School.
 - b. The Mooney Problem Check List was administered to the selected group.
 - c. Student responses to the Mooney Problem Check List were analyzed.
4. Findings, conclusions, implications and recommendations stemming from the analysis and interpretations of the data were incorporated in the finished thesis copy.

Description of the instrument.--The instrument which was used to gather data for this research was the junior form of the Mooney Problem Check List. This test is designed as an aid in counseling to acquaint students with topics that may be discussed, to help him in reviewing his own problems, and to give the counselor a quick overview of student's felt difficulties. The junior form of the Mooney Problem Check List reveals thirty problems in each of the seven areas.

Description of the subjects.--The one hundred subjects used in

this study were enrolled in the seventh and eighth grades at the J. P. Carr School of Conyers, Georgia. All of the subjects were members of the Negro race. The students live in a predominantly rural community. Negro residents make up 28 per cent of the population and the census showed 22.6 per cent as having an income of less than \$2,000. The median family educational level for these subjects is 5.9 years. There are 29 or 69.05 per cent seventh grade boys and 13 or 39.95 per cent eighth grade boys, a total of 42 boys in all. There are 33 or 56.90 per cent seventh grade girls and 25 or 43.10 per cent eighth grade girls, a total of 58 girls in this study as shown in Table 1.

TABLE 1
ENROLLMENT IN GRADES SEVEN AND EIGHT AT THE J. P. CARR
SCHOOL, 1967-1968

Grade	Boys	Girls	Total
7	29	33	62
8	13	25	38
Total	42	58	100

Survey of related literature.--The literature pertaining to adjustment problems of children reveals a severe limitation as to methods of identifying the problems. In the studies there appears to be general agreement that an understanding of students as individuals, together with an understanding of their characteristic and adjustment problems are essential to good guidance.

Problems are obviously related to needs, and as we become more

aware and sensitive to the needs of children we hopefully will be able to do something about their problems.¹ From the psychological standpoint, "problems," McKinney points out, are used ordinarily to indicate a barrier to the satisfaction of a drive. The individual meets a problem when he is striving for a goal which some factor in his environment or within himself blocks.²

Some problems are not primarily the result of the individual's inner organization but of a relationship between him and his environment. Change the environment, the situational problem disappears.³ There is obviously a close relationship between the lack of the satisfaction of needs of children and their problems, and one of the major obstacles in the way of assisting children to work out their problems, is the difficulty that many teachers have in identifying problems. In considering the problems of children, we must accept what they consider to be a problem.

Humphreys, Traxler and North suggested the following seven-fold classification of personal problems:

1. Problems related to physical health and constitutional development.
2. Problems related to social relationships.
3. Problems related to emotional behavior.
4. Problems related to sex, dating, courtship and marriage.

¹Dugald S. Arbuckle, Pupil Personnel Services in the Modern School (Boston: Allyn and Bacon, Inc., 1966), p. 62.

²Fred McKinney, Counseling for Personal Adjustment (Boston: Houghton Mifflin Company, 1958), p. 91.

³Ibid., p. 91.

5. Problems related to home and family relationships.
6. Problems related to finances.
7. Problems related to ideals and morals.¹

The needs and drives of adolescents should be satisfied as completely as possible. As the counselor listens and observes the student with problems, he notices the increase in tension in their urgent need for satisfaction. Maslow described these needs as:

1. Physiological needs
2. Safety needs
3. Need to belong and to be loved
4. Need for importance, respect, self-esteem, independence
5. Need for information
6. Need for understanding
7. Need for beauty
8. Need for self-actualization²

In a guidance program, the day to day work of counseling should be conducted according to what is known about the psychology of individual adjustment. Each individual has a concept of self: he tends to behave, or desire to behave, in a manner that is consistent with his concept.³ Frequently when the individual's behavior is not in harmony with his

¹Humphreys, Traxler and North, op. cit., pp. 36-37.

²Abraham H. Maslow, Motivation and Personality (New York: Harper Brothers, 1954), p. 8.

³Carl Rogers, Psychotherapy and Personality Change (Chicago: University of Chicago Press, 1950), p. 84.

self-concept, his self-concept can be used to help him change his behavior.¹ The typical individual finds it more pleasant to drift along, maintaining his present habits and patterns of living. The guidance worker might rightly appeal to the individual's self-concept in order to bring about desirable adjustment change.²

McDaniel states that school guidance workers make extensive use of the concept of adjustment. They consider their role to include the task of helping students to make satisfying adjustments to schools. The school is an institution; the teacher, the counselor, the parent and the individual students are all concerned with the self as a whole and with the dynamic interplay of the many selves which operate in a group situation.³

Schools make a difference, too, in the way adolescents resolve problems of rapid physical, emotional and social change. Some schools pretend these problems are not serious and concern themselves only with the assignments and accomplishment of intellectual tasks. Other schools view adolescence as a period of wild behavior that requires stern and rigid control. The effective high school honors and accepts individual differences and tries to provide a congenial atmosphere where social emotional needs can be met.⁴

One of the most important problems in the personal-social adjustment

¹ Arbuckle, op. cit., p. 62.

² Rogers, op. cit., p. 84.

³ Henry McDaniel, Guidance in the Modern School (New York: Holt, Rinehart and Winston, 1960), p. 241.

⁴ William W. Wattenberg, The Adolescent Years (New York: Harcourt, Brace and Company, Inc., 1955), p. 59.

of pupils concerns the teacher's understanding of adjustment. A number of studies indicate that teachers fail to differentiate between behavior that disturbs the activities of the classroom and behavior that may lead to serious emotional difficulty. Sparks asked teachers to rank 55 problems, those most serious to the pupil and those most troublesome to the teacher. The participating teachers did not have an accurate concept of the evidences of serious adjustment problems. Apparently, teachers consider those traits that violate society's social and moral code as most conducive to pupil's adjustment problems.¹

Problems tend to exist with children of all potentials, even though some are more severe than others. As Abrahams states, accept the differences and limitations of children, respect their ideas and provide a climate for growth. Include in the curriculum these basic ingredients:

1. Intensifying abilities in areas where talents lie
2. Develop abilities in self-expression
3. Help develop study skills
4. Expanding interest, creativity and understanding
5. Broadening experiences of students²

Regardless to whether or not a young person is helped to accept and to adjust satisfactorily to his changing physical and physiological status, he is likely to encounter problem situations that are increasing

¹J. N. Sparks, "Teachers' Attitudes Toward the Behavior Problems of Children," Journal of Educational Psychology, XLIII (1952), 283-291.

²Willard Abrahams, Common Sense About Gifted Children (New York: Harper and Brothers Publishers, 1958), p. 45.

his awareness as a person. With self awareness comes self-realization. The student needs adult help in solving many emotional, social, and adjustment problems; yet he may resent assistance when offered. Cole has grouped adolescent problems into eight interest and activity areas:

1. Emotional maturity
2. Establishment of heterosexual interests
3. General social maturity
4. Emancipation from home control
5. Intellectual maturity, the beginning of economic independence
6. Use of leisure time
7. Establishment of an interest in general
8. Principles of conduct¹

Counselors often come face to face with the difficult task of evaluating and trying to reach intelligent decisions as to the problems and needs of counselees. Counselors are supposed to have some expertise in dealing with behavior problems. With their background and knowledge, their experiences and maturity, counselors should definitely explore ways of working with individual needs of children. Counselors need to use their imagination and creativity to develop insights and understanding of the counselee and thus open doors that may not have existed in the past.

Ramsey suggested using observation as a screening device.² Obser-

¹L. Cole, Psychology of Adolescence (New York: Holt, Rinehart, Winston and Company, Inc., 1954), p. 6.

²Glenn V. Ramsey, Counseling and Guidance, A Summary Review (New York: The Macmillan Company, 1965), pp. 77-87.

vation can reveal a pattern of behavior established by the individual in a given situation.

The President's War on Poverty, in focusing public attention on the poor and the disadvantage has pointed up difficulties of adjustment of students from deprived homes in our public schools today. Thompson's study of 2000 California ninth and tenth grade students related their needs to the socio-economic level of the family. He showed that job security is much more important to students whose fathers are in the low level occupations. He also showed these high school students perceive occupations as satisfying various needs.¹

Allen, in his study of junior high school boys and girls, showed that they were reluctant in seeking help with their problems. It also revealed that the low educational and occupational status of the parents contributed to adolescence problems and that boys appeared to be more maladjusted in the area of school as evidenced by the Mooney Problem Check List.²

Schools are striving to improve the curricular and co-curricular programs so that the educational needs of youth will be more adequately met and that each child will more nearly develop his potential. In order to accomplish these ends, it is important that educators become more cognizant of the problems of adolescents. Clements and Oelke in their study dealt with two problems:

¹O. E. Thompson, "Occupational Values of High School Students," Personnel and Guidance Journal, XLIV (May, 1966), 34-35.

²Robert Allen, "Identifying Students With Special Needs at Eva L. Thomas High School, College Park, Georgia, 1964-65," (unpublished Master's thesis, School of Education, Atlanta University, 1965).

1. The first was to identify problems that were of concern to adolescents who were enrolled in the public secondary schools of Georgia during the 1964-65 school year by having them respond to Mooney Problem Check List.
2. The second was to determine what relationship existed between these reported problems and such variables as: population mobility trend of the school community, sex and age of students, occupational and educational level of heads of the students' household, social position of the students' families, students' desire to discuss their problems with another person and size of students' school.

It was concluded that the problems of adolescents can be most meaningfully studied at the local community level and that these problems can be dealt with most effectively when all persons involved -- students, parents, educators, community leaders -- recognize their seriousness and work toward meaningful solutions. These data suggested areas where counselors and school staff can concentrate on particular efforts early to prevent serious problems later.¹

Ulman pointed out in his study of maladjusted children that while about eight per cent of school children are regarded as maladjusted by teachers, this figure is conservative. When teachers identify children who are problems or troublesome, they sometimes reveal more concerning their own ideas of what a student should be in his external behavior than they reveal about him.²

O'Bryant in his study of junior high youths stated that the

¹Hubert M. Clements and Marritt C. Oekle, "Factors Related to Reported Problems of Adolescents," Personnel and Guidance Journal, XLV, No. 7 (March, 1967), 697-702.

²C. A. Ulman, "Identification of Maladjusted School Children: A Comparison of Three Methods of Screening," Public Health Mimeograph, No. 7 (Washington, D. C.: Government Printing Office, 1952), p. 102.

curricular offerings are inadequate in meeting the needs of students. Young people have needs that must be fulfilled; drives that must be channelled; interests that must be fostered and developed; problems that must be solved; and motivations which must be used either in the making or breaking of the individual.¹

¹Albert O'Bryant, "Pupil Problems As Base for Programs Modification in Reynolds Elementary School," (unpublished Master's thesis, School of Education, Atlanta University, 1965).

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introduction.--This study was designed and conducted to reveal the problems of seventh and eighth grade students of the J. P. Carr School, Conyers, Georgia. It was believed that these problems should be identified and remedied for the benefit of the students studied and to learn more about youth during this developmental stage. The findings can be used to modify or change curricular offerings at this school. Today most educators agree that the curricula in schools, in each particular school situation, should be founded upon the needs of the youth they serve.

The data were secured by using the junior form of the Mooney Problem Check List which covers seven "Problem Areas", namely: health and physical development; school; home and family; money, work, the future; boy and girl relations; relations to people in general; and self-centered concern.

Health and Physical Development.--Responses to items pertaining to health and physical development are shown in Table 2. These responses are shown for boys, girls and the total group. It is seen from the table that problems which were of concern to the greater number of boys included: trouble with teeth, not eating the right food, too clumsy and awkward, getting tired easily, not being strong, trouble with eyes,

TABLE 2

PROBLEMS FOUND IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT OF FORTY-TWO BOYS AND
FIFTY-EIGHT GIRLS AS REVEALED BY THE JUNIOR FORM OF THE MOONEY PROBLEM CHECK
LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Often have headaches	10	23.80	20	34.48	30	30.00
Don't get enough sleep	10	23.80	15	25.86	25	25.00
Have trouble with my teeth	32	76.19	39	67.24	71	71.00
Not as healthy as I should be	7	16.66	20	34.48	27	27.00
Not getting outdoors enough	3	7.13	21	36.20	24	24.00
Too short for my age	10	23.80	15	25.86	25	25.00
Too tall for my age	4	9.52	10	17.24	14	14.00
Having poor posture	3	7.13	23	39.66	26	26.00
Poor complexion or skin trouble	5	11.90	25	43.10	30	30.00
Not good-looking	4	9.52	20	34.48	24	24.00
Not eating the right food	20	47.60	25	43.10	45	45.00
Often not hungry for my meals	15	35.71	20	34.48	35	35.00

TABLE 2--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Overweight	10	23.80	19	32.75	29	29.00
Underweight	12	28.57	20	34.48	32	32.00
Missing too much school because of illness	5	11.90	15	25.86	20	20.00
Often have a sore throat	7	16.66	7	12.07	14	14.00
Catch a good many colds	10	23.80	12	20.69	22	22.00
Often get sick	8	19.04	17	29.31	25	25.00
Often have pains in my stomach	3	7.13	46	79.31	49	49.00
Afraid I may need an operation	2	4.76	7	12.07	9	9.00
Can't hear well	3	7.13	5	8.62	8	8.00
Can't talk plainly	2	4.76	12	20.69	14	14.00
Trouble with my eyes	12	28.57	18	31.38	30	30.00
Smoking	6	14.28	13	22.41	19	19.00
Getting tired easily	15	35.71	14	24.14	29	29.00

TABLE 2--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Nose or sinus trouble	6	14.28	15	25.86	21	21.00
Not being as strong as some other kids	13	30.95	19	32.75	32	32.00
Too clumsy and awkward	19	45.23	13	22.41	32	32.00
Bothered by a physical handicap	3	7.13	4	6.89	7	7.00
Trouble with my feet	4	9.52	10	17.24	14	14.00
Total	263		519		782	100.00

often not hungry, underweight and having frequent headaches. These problems were found among at least one-fourth of the boys. This reveals a serious condition which could interfere with the normal growth of these subjects. It is especially interesting that practically all of these problems are in some way related to food. Trouble with teeth, not often hungry, underweight and getting tired may be related to the economic levels of the families to which those children belong. The researcher's knowledge of these families leads to the speculation that this relationship is highly probable. In other words it is suspected that the families of these children cannot afford to purchase foods needed for a balanced diet. The school can acquaint the community about the needs of the students and the resources the school must provide to facilitate learning.

The table also revealed problems of great concern to the girls as: often have pains in my stomach, have trouble with my teeth, not eating the right food, poor complexion or skin trouble, having poor posture, not getting outdoors enough, not good-looking, not as healthy as I should be, often have headaches, underweight and often not hungry for my meals. Boys and girls need to become familiar with the difference in rate and age of growth which produce great differences in physical structure. Junior high pupils should become familiar with these facts so that they can see themselves and their growth against the span of several years. Thus when their physical growth is different from that of other pupils of the same age, they will not consider themselves as vagary. The family status and lack of understanding in planning balanced meals and to eat properly at a time when diet is so important to their physical development have led to more than one-half of their

problems. They will learn, too, the relationship of certain foods to the skin blemishes of adolescence.

School.--Responses to items found in the area of school are shown in Table 3. The table shows the problems of great concern to the boys and girls. The problems which confronted the boys most were: afraid of failing in school work, don't like school, afraid to speak up in class, dull classes, can't keep my mind on my studies, and teachers not practicing what they preach. The frequency with which these problems were found among these subjects suggests a need for immediate attention so as to remove this impediment to learning.

Responses to items pertaining to school as indicated by the girls revealed their problems were: afraid of failing in school work, don't like school, can't keep my mind on my studies, dull classes, teachers not practicing what they preach, afraid to speak up in class, and not getting along with a teacher. Problems of concern to boys and girls were practically the same.

Home and family.--Response to items found in the area of home and family are shown in Table 4. Those of great concern to the boys were: never having any fun with mother or dad, not living with my parents, parents separated or divorced, parents not understanding me and wanting to run away from home. These are the problems which confront the boys who are expected to compete in our dynamic society. Most parents have goals for their children and want them to go through the growing-up period with as little distress as possible and with the satisfactions that adolescence can provide. As they leave adolescence, they should be able to stand independently, prepared to make a satisfying choice of

TABLE 3

PROBLEMS FOUND IN THE AREA OF SCHOOL OF FORTY-TWO BOYS AND FIFTY-EIGHT GIRLS AS REVEALED
BY THE JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Getting low grades in school	12	28.57	15	25.86	27	27.00
Afraid of tests	15	35.71	16	27.59	31	31.00
Being a grade behind in school	4	9.52	7	12.07	11	11.00
Don't like to study	12	28.57	10	17.26	22	22.00
Not interested in books	10	23.80	16	27.59	26	26.00
Afraid of failing in school work	30	71.42	35	60.45	65	65.00
Trouble with Arithmetic	15	35.71	12	20.69	27	27.00
Trouble with spelling or grammar	14	33.33	13	22.41	27	27.00
Slow in reading	13	30.95	5	8.62	18	18.00
Trouble with writing	12	25.87	2	3.44	14	14.00
Not spending enough time in study	7	16.66	6	10.34	13	13.00
Too much school work to do at home	13	30.95	15	25.86	28	28.00
Can't keep my mind on my studies	19	45.23	22	37.93	41	41.00

TABLE 3--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Worried about grades	11	26.19	9	15.52	20	20.00
Not smart enough	14	33.33	11	18.96	25	25.00
Don't like school	25	59.52	25	43.10	50	50.00
School is too strict	6	14.28	5	8.62	11	11.00
So often feel restless in classes	10	23.80	13	22.41	23	23.00
Not getting along with a teacher	12	28.57	19	32.75	31	31.00
Teachers not practicing what they preach	18	42.85	22	37.83	40	40.00
Textbooks hard to understand	12	28.57	9	15.52	21	21.00
Trouble with oral reports	14	33.33	15	25.86	29	29.00
Trouble with written reports	11	26.19	17	29.31	28	28.00
Poor memory	15	35.71	8	13.79	23	23.00
Afraid to speak up in class	21	50.00	20	34.48	41	41.00
Dull classes	20	47.60	25	43.10	45	45.00

TABLE 3--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Too little freedom in classes	8	19.04	3	5.17	11	11.00
Not enough discussion in classes	10	23.80	18	31.38	28	28.00
Not interested in certain subjects	12	28.57	3	5.17	15	15.00
Made to take subjects I don't like	3	7.42	2	3.44	5	5.00
Total	398		398		796	100.00

TABLE 4

PROBLEMS FOUND IN THE AREA OF HOME AND FAMILY OF FORTY-TWO BOYS AND FIFTY-EIGHT
GIRLS AS REVEALED BY THE JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Being an only child	4	9.52	7	12.07	11	11.00
Not living with my parents	21	50.00	22	37.93	43	43.00
Worried about someone in the family	6	14.28	9	15.52	15	15.00
Parents working too hard	11	26.19	15	25.86	26	26.00
Never having any fun with mother or dad	25	59.52	23	39.66	48	48.00
Sickness at home	13	30.95	17	29.31	30	30.00
Death in the family	2	4.76	2	2.44	4	4.00
Mother or father not living	11	26.19	6	10.34	17	17.00
Parents separated or divorced	21	50.00	25	43.10	46	46.00
Parents not understanding me	19	45.23	17	29.31	36	36.00
Being treated like a small child at home	7	16.66	6	10.34	13	13.00
Parents favoring a brother or sister	3	7.42	4	6.89	7	7.00

TABLE 4--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Parents making too many decisions for me	14	33.33	18	31.38	32	32.00
Parents expecting too much of me	6	14.28	15	25.86	21	21.00
Wanting things my parents won't give me	11	26.19	16	27.59	27	27.00
Being criticized by my parents	5	11.90	3	5.17	8	8.00
Parents not liking my friends	5	11.90	2	3.44	7	7.00
Parents not trusting me	11	26.19	13	22.41	24	24.00
Parents old-fashioned in their ideas	2	4.76	14	24.14	16	16.00
Unable to discuss certain problems at home	13	30.95	18	31.38	31	31.00
Family quarrels	10	23.80	7	12.07	17	17.00
Not getting along with a brother or sister	2	4.76	3	5.17	5	5.00
Not telling parents everything	5	11.90	9	15.52	14	14.00

TABLE 4--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wanting more freedom at home	7	16.66	6	10.34	13	13.00
Wanting to live in a different neighborhood	9	21.42	11	18.96	20	20.00
Clash of opinions between me and my parents	10	23.80	8	13.79	18	18.00
Talking back to my parents	11	26.19	5	8.62	16	16.00
Mother	5	11.90	3	5.17	8	8.00
Father	9	21.42	7	12.07	16	16.00
Wanting to run away from home	15	35.71	9	15.52	24	24.00
Total	293		320		613	100.00

vocation and education. In order to accomplish these goals, these students need the cooperation and understanding of parents, teachers and counselors. For effective cooperation we need to appreciate what the adolescents have to contend with in our society, in their family, and in themselves. We need to acquaint ourselves with some of the special problems they face in coming of age. A child's adjustment doesn't depend on whether or not his parents live under the same roof, but on the "emotional climate". The revelation of these problems, makes it imperative that efforts be made to remedy these problems. From the researcher's knowledge the problems exist to a large extent.

The responses to the items found in the area of home and family showed some similarity between the boys and girls. Those of most concern to the girls were: parents separated or divorced, never having any fun with mother or dad, not living with my parents, unable to discuss certain problems at home, parents making too many decisions for me, sickness at home, parents not understanding me, and wanting things my parents won't give me. Parents are obviously significant in the student's life space; they exert tremendous influence on development. There is evidence of a lack of satisfactory interaction between parent or guardian and child. This is especially noticeable since most of the students refuse to discuss their problems with anyone. The home atmosphere must be conducive to growth and learning and establish a line of communication if salutary effects are to be gained.

Money, work, the future.--In Table 5, the data show close relationship of the problems that exist among the boys and girls in the area of money, work and the future. Those problems of great concern to

TABLE 5

PROBLEMS FOUND IN THE AREA OF MONEY, WORK, THE FUTURE OF FORTY-TWO BOYS AND FIFTY-
EIGHT GIRLS AS REVEALED BY THE JUNIOR FORM OF THE MOONEY PROBLEM CHECK
LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Spending money foolishly	17	40.47	10	17.24	27	27.00
Having to ask parents for money	12	28.57	43	74.14	55	55.00
Having no regular allowance	1	2.39	26	44.83	27	27.00
Family worried about money	14	33.33	25	43.10	39	39.00
Having no car in the family	5	11.90	19	32.75	24	24.00
Too few nice clothes	3	7.42	18	31.28	21	21.00
Wanting to earn some of my own money	5	11.90	33	56.90	38	38.00
Not knowing how to buy things wisely	11	26.19	17	29.31	28	28.00
Too little spending money	29	69.04	45	77.59	74	74.00
Restless to get out of school and into a job	10	23.80	19	32.75	29	29.00
Not knowing how to look for a job	15	35.71	20	34.48	35	35.00

TABLE 5--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Needing to find a part-time job now	26	61.90	22	37.93	48	48.00
Having less money than my friends have	14	33.33	17	29.31	31	31.00
Having to work too hard for the money I get	16	38.09	16	27.59	32	32.00
Choosing best subjects to take next term	7	16.66	1	1.72	8	8.00
Deciding what to take in high school	8	19.04	3	5.17	11	11.00
Wanting advice on what to do after high school	23	54.76	18	31.38	41	41.00
Wanting to know more about college	18	42.85	6	10.34	24	24.00
Wanting to know more about trades	22	52.38	4	6.89	26	26.00
Needing a job during vacations	38	90.47	35	60.45	73	73.00
Needing to know my vocational abilities	36	85.71	10	17.24	46	46.00
Needing to decide on an occupation	25	59.52	13	22.41	38	38.00

TABLE 5--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wanting to buy more of my own things	7	16.66	20	34.48	27	27.00
Needing to know more about occupations	16	38.09	9	15.52	25	25.00
Wondering if I've chosen the right vocation	13	30.95	10	17.24	23	23.00
Afraid of the future	16	38.09	16	27.59	32	32.00
Not knowing what I really want	38	90.47	20	34.48	58	58.00
Concerned about military service	27	64.28	1	1.72	28	28.00
Wondering if I'll ever get married	17	40.47	15	25.86	32	32.00
Wondering what becomes of people when they die	2	4.76	7	12.07	9	9.00
Total	491		518		1009	100.00

the boys were: not knowing what I really want, needing a job during vacations, needing to know my vocational abilities, concerned about military service, too little spending money, needing to find a part-time job now, needing to decide on an occupation and wanting advice on what to do after high school, took precedence over all of the problems listed. The subjects who participated in this study come from the rural farm area where work is seasonal and income is low. Therefore, it was expected that problems in this area would be of great concern to those seventh and eighth grade children. The findings supported the researcher's speculation.

The responses listed by the girls indicated their problems were: too little spending money, needing a job during vacations, wanting to earn some of my own money, having no regular allowance, and needing to find a part-time job now. The family financial status is a disturbing factor to the girls as revealed by the problems checked. The desire of these students to obtain jobs and earn their own money indicates a strong need for vocational information early in school. The inference could be made then that lack of finances and proper vocational guidances could lead to early school drop-outs.

Boy and girl relations.--Responses to items found in boy and girl relations are shown in Table 6. The problems indicated by the boys were: nothing interesting to do in my spare time, not knowing what to do on a date, wanting more information about sex matters, not knowing how to make a date, wanting to know about girls, not sure about proper sex behavior, and thinking too much about the opposite sex. While the boys realized and indicated this as a problem to them, it might be

TABLE 6

PROBLEMS FOUND IN THE AREA OF BOY AND GIRL RELATIONS OF FORTY-TWO BOYS AND FIFTY-EIGHT
GIRLS AS REVEALED BY THE JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Not allowed to use the family car	13	30.95	5	8.62	18	18.00
Not allowed to run around with the kids I like	2	4.76	11	18.96	13	13.00
Too little chance to go to parties	5	11.90	15	25.86	20	20.00
Not enough time for play and fun	10	23.80	7	12.07	17	17.00
Too little chance to do what I want to do	11	26.19	37	63.79	48	48.00
Girls don't seem to like me	15	35.71	18	31.38	33	33.00
Boys don't seem to like me	3	7.42	9	15.52	12	12.00
Going out with the opposite sex	11	26.19	29	50.00	40	40.00
Dating	16	38.09	17	29.31	33	33.00
Not knowing how to make a date	22	52.38	16	27.59	38	38.00
Nothing interesting to do in my spare time	27	64.28	22	37.93	49	49.00

TABLE 6--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
So often not allowed to go out at night	13	30.95	13	22.41	26	26.00
Not allowed to have dates	17	40.47	15	25.86	32	32.00
Wanting to know about girls	20	47.60	0	0.00	20	20.00
Wanting to know more about boys	2	4.76	15	28.56	17	17.00
No place to entertain friends	6	14.28	30	51.72	36	36.00
Ill at ease at social affairs	14	33.33	9	15.52	23	23.00
Trouble in keeping a conversation going	19	45.23	10	17.24	29	29.00
Not sure of my social etiquette	14	33.33	8	13.79	22	22.00
Not sure about proper sex behavior	20	47.60	35	60.45	55	55.00
Not knowing what to do on a date	24	57.14	37	63.79	61	61.00
Girl friend	15	35.71	11	18.96	26	26.00
Boy friend	7	16.66	14	24.14	21	21.00

TABLE 6--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Deciding whether I'm in love	11	26.19	10	17.24	21	21.00
Deciding whether to go steady	14	33.33	15	25.86	29	29.00
Learning how to dance	12	28.57	5	8.62	17	17.00
Keeping myself neat and looking nice	13	30.95	2	3.44	15	15.00
Thinking too much about the opposite sex	20	47.60	15	25.86	35	35.00
Wanting more information about sex matters	23	54.76	40	68.96	63	63.00
Embarrassed by talk about sex	16	38.09	15	25.86	31	31.00
Total	415		485		900	100.00

considered as a true sign of growing up, plus seeking to establish their identity. This could reveal serious conditions unless correct guidance is provided. Revision and modification of curricular offerings should be made in order to help the students make desirable adjustments in this area.

Responses given by the girls were in equal proportion as those given by the boys. The girls indicated their problems as: nothing interesting to do in my spare time, wanting more information about sex matters, not knowing what to do on a date, not sure about proper sex behavior, too little chance to do what I want to do, going out with the opposite sex, and no place to entertain friends. The curriculum must deal with life situations faced by the adolescent and must make a direct attack upon problems of living encountered by youth, therefore activities must be inaugurated into the school which will be of concern to the students.

Relations to people in general.--Problems encountered by the boys are shown in Table 7. Those most prevalent were: no one to tell my troubles to, getting into fights, awkward in meeting people, wanting a more pleasing personality, being stubborn, and being jealous.

Responses to items shown in Table 7 as most troublesome to the girls were: no one to tell my troubles to, feeling nobody likes me, wanting a more pleasing personality, wishing people liked me better, and awkward in meeting people. Change in the curriculum is needed in order to help the junior high students help themselves establish wholesome relations with people. Activities must be injected into the school where the student can have success, recognition, security, fun, adventure, and recreation. From the researcher's knowledge these added

TABLE 7

PROBLEMS FOUND IN THE AREA OF RELATIONS TO PEOPLE IN GENERAL OF FORTY-TWO BOYS AND FIFTY-EIGHT GIRLS AS REVEALED BY THE JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Slow in making friends	18	42.85	15	25.86	33	33.00
Bashful	7	16.66	9	15.52	16	16.00
Being left out of things	10	23.80	4	6.89	14	14.00
Never chosen as a leader	3	7.42	12	20.69	15	15.00
Wishing people liked me better	13	30.95	25	43.10	38	38.00
Being teased	2	4.76	17	29.31	19	19.00
Being talked about	5	11.90	9	15.52	14	14.00
Feelings too easily hurt	9	21.42	13	22.41	22	22.00
Too easily led by other people	13	30.95	10	17.24	23	23.00
Picking the wrong kind of friends	17	40.47	7	12.07	24	24.00
Wanting a more pleasing personality	23	54.76	25	43.10	48	48.00
Being made fun of	6	14.28	8	13.79	14	14.00

TABLE 7--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Being picked on	10	23.80	11	18.96	21	21.00
Being treated like an outsider	13	30.95	6	10.34	19	19.00
People finding fault with me	11	26.19	12	20.69	23	23.00
Awkward in meeting people	26	61.90	21	36.20	47	47.00
Wanting to be more like other people	10	23.80	5	8.62	15	15.00
Feeling nobody understands me	15	35.71	15	28.56	30	30.00
Missing someone very much	12	28.57	2	3.44	14	14.00
Feeling nobody likes me	11	26.19	28	48.28	39	39.00
Getting into arguments	18	42.85	7	12.07	25	25.00
Getting into fights	26	61.90	3	5.17	29	29.00
Losing my temper	15	35.71	8	13.79	23	23.00
Being stubborn	22	52.38	11	18.96	33	33.00

TABLE 7--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Hurting people's feelings	15	35.71	12	20.69	27	27.00
Being jealous	22	52.38	13	22.41	35	35.00
Disliking someone	15	35.71	9	15.52	24	24.00
Being disliked by someone	13	30.95	11	18.96	24	24.00
Keeping away from kids I don't like	6	14.28	4	6.89	10	10.00
No one to tell my troubles to	36	85.71	30	51.76	66	66.00
Total	422		362		784	100.00

activities are needed if these students are to relate to people in general.

Self-centered concern.--Responses to the items pertaining to self-centered concern are shown in Table 8. It is shown from the table that those most troublesome to the boys were: taking things too seriously, finding it hard to talk about my troubles, sometime wishing I'd never been born, being afraid of making mistakes, and lacking self-control. The school needs to modify or revise its activities in order to help solve these predicated problems of the boys involved in this study.

The problems most troublesome to the girls were: sometimes wishing I'd never been born, being afraid of making mistakes, feeling ashamed of something I've done, lacking self confidence and trying to stop a bad habit. The problems confronted by the girls are a revelation that there is a need for self-understanding. It is reasonable to assume that there is a need for more attention within the school curriculum on the personal-social problems of the students.

"What problems are troubling you most?"--The responses of the boys and girls are revealed in Table 9. The responses of 42 boys and 58 girls to the question revealed that 17 or 40.48 per cent of the boys were bothered by trouble with teeth, afraid of failing in school work, and finding it hard to talk about myself. Nineteen or 32.76 per cent of the girls indicated trouble with my teeth as the most troublesome problem.

"Would you like to spend more time in school trying to do something about some of your problems?"--According to the responses in Table 10, 27 or 46.55 per cent of the girls and 22 or 52.38 per cent of

TABLE 8

PROBLEMS FOUND IN THE AREA OF SELF-CENTERED CONCERN OF FORTY-TWO BOYS AND FIFTY-EIGHT GIRLS AS REVEALED BY THE JUNIOR FORM OF THE MOONEY PROBLEM CHECK LIST

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Being nervous	17	40.47	7	12.07	24	24.00
Taking things too seriously	27	64.28	15	25.86	42	42.00
Getting too excited	20	47.60	11	18.96	31	31.00
Being afraid of making mistakes	25	59.52	27	46.55	52	52.00
Failing in so many things I try to do	19	45.23	9	15.52	28	28.00
Getting into trouble	9	21.42	12	20.69	21	21.00
Trying to stop a bad habit	11	26.19	19	32.75	30	30.00
Sometimes not being as honest as I should be	12	28.57	8	13.79	20	20.00
Giving in to temptations	18	42.85	12	20.69	30	30.00
Lacking self-control	24	57.14	15	25.86	39	39.00
Not having as much fun as other kids have	1	2.39	0	0.00	1	1.00

TABLE 8--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Worrying	7	16.66	11	18.96	18	18.00
Having bad dreams	5	11.90	17	29.31	22	22.00
Lacking self-confidence	20	47.60	19	32.75	39	39.00
Sometimes wishing I'd never been born	25	59.52	29	50.00	54	54.00
Being careless	15	35.71	0	0.00	15	15.00
Daydreaming	11	26.19	18	31.38	29	29.00
Forgetting things	9	21.42	13	22.41	22	22.00
Being lazy	5	11.90	15	28.56	20	20.00
Not taking some things seriously enough	0	0.00	13	22.41	13	13.00
Feeling ashamed of something I've done	10	23.80	20	34.48	30	30.00
Being punished for something I didn't do	13	30.95	17	29.31	30	30.00

TABLE 8--Continued

Items	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Swearing, dirty stories	1	2.39	7	12.07	8	8.00
Thinking about heaven and hell	0	0.00	0	0.00	0	0.00
Afraid God is going to punish me	2	4.76	0	0.00	2	2.00
Sometimes lying without meaning to	16	38.09	5	8.62	21	21.00
Can't forget some mistakes I've made	8	19.04	11	18.96	19	19.00
Can't make up my mind about things	11	26.19	9	15.52	20	20.00
Afraid to try new things by myself	13	30.95	10	17.24	23	23.00
Finding it hard to talk about my troubles	27	64.28	8	13.79	35	35.00
Total	381		357		738	100.00

TABLE 9

DISTRIBUTION OF RESPONSES OF FORTY-TWO BOYS AND FIFTY-EIGHT GIRLS TO THE QUESTION:
 "WHAT PROBLEMS ARE TROUBLING YOU MOST?"

	Number of Responses	Per Cent	No Response	Per Cent	Total Number	Total Per Cent
Boys	17	40.48	25	59.52	42	100.00
Girls	19	32.76	39	67.24	58	100.00
Total	36		64		100	100.00

TABLE 10

DISTRIBUTION OF YES OR NO RESPONSES OF FORTY-TWO BOYS AND FIFTY-EIGHT GIRLS TO THE
 QUESTION: "WOULD YOU LIKE TO SPEND MORE TIME IN SCHOOL IN TRYING TO DO
 SOMETHING ABOUT SOME OF YOUR PROBLEMS?"

	Yes	Per Cent	No	Per Cent	No Response	Per Cent	Total Number	Per Cent
Boys	22	52.38	6	14.28	14	33.33	42	100.00
Girls	27	46.55	9	15.52	22	37.93	58	100.00
Total	49		15		36		100	100.00

TABLE 11

DISTRIBUTION OF YES OR NO RESPONSES OF FORTY-TWO BOYS AND FIFTY-EIGHT GIRLS TO THE
QUESTION: "WOULD YOU LIKE TO TALK TO SOMEONE ABOUT SOME OF YOUR PROBLEMS?"

	Yes	Per Cent	No	Per Cent	No Response	Per Cent	Total Number	Per Cent
Boys	18	42.86	16	38.09	8	19.04	42	100.00
Girls	23	39.66	15	25.86	20	34.48	58	100.00
Total	41		31		28		100	100.00

the boys said "yes." From this study, parents, teachers, and counselors can become more cognizant of school problems of adolescents. Therefore, the schools should try to meet the needs of these adolescents through modification of the curriculum.

"Would you like to talk to someone about some of your problems?"--Table 11 reveals that there were 18 or 42.86 per cent of the boys and 23 or 39.66 per cent of the girls said "yes." These students expressed concern or desire to talk with someone about their problems. Perhaps the parents, teachers, and counselors could work together to help these youths resolve their problems.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Recapitulation of research design.--The problem involved in this study was to identify school adjustment problems of the seventh and eighth graders at the J. P. Carr School, Conyers, Georgia.

The descriptive survey method of research was utilized to collect, present, and interpret the data for this study. Permission was obtained to conduct the study and a survey of related literature was made. The instrument used to secure data from the one hundred subjects was the Junior Form of The Mooney Problem Check List.

The complete findings as revealed by responses on the instrument were presented in graphical and textual form in Chapter II and are summarized in this chapter.

Summary of related literature.--The following statements were drawn from the related literature.

1. There is need to explore many interest areas in order to develop special competence.
2. Personal problems of youth are many and varied.
3. Problems are obviously related to needs and as we become more aware and sensitive to the needs, we will be able to do something about problems.
4. In considering the problems of children, teachers must accept what they (the children) consider to be a problem.

5. Problems tend to exist with children of all potentials, even though some are more severe than others.
6. The student needs adult help in solving his many problems; yet he may resent assistance when offered.
7. Schools are striving to improve the curricular and co-curricular programs so that the educational needs of youth will be more adequately met and that each child will more nearly develop his potentials.
8. When teachers identify children who are problems or troublesome, they sometimes reveal more concerning their own ideas of what a student should be in his external behavior than they reveal about him.
9. There is need for self-acceptance, despite inconsistencies that arise during growth stages.
10. There is need to establish a balance of enriching activities so that one area of interest does not assume an all-important role.

Findings.--A summary of the findings are presented under the seven problem areas which constitute the parts of the Mooney Problem Check List.

Health and Physical Development -- In the area of health and physical development, the seventh and eighth grade students at the J. P. Carr School were concerned with problems pertaining to headaches, teeth, diet, lack of appetite, overweight, underweight, stomach pains, eyes, getting tired, not being strong, and being clumsy. Girls tended to worry more than boys about

stomach pains, physical attractiveness, poor complexion, lack of outdoor exercise, and inability to talk plainly. The boys surpassed the girls in their concern for low vitality and awkwardness.

School -- In relation to school, the most frequently found problems were fear of tests, low grades, lack of interest in books, trouble with arithmetic and grammar, dislike of homework, inability to concentrate, dislike of school, trouble with teachers, fear of speaking in class and dull classes. Boys were generally more troubled by problems in this area than were the girls. Problems which were of concern for more boys than girls included lack of interest in certain subjects, too little freedom in class, poor memory, difficult text books, writing and reading.

Home and family -- In the area of home and family, the problems of concern to the students were that their parents were either separated or not living with them, unable to make decisions, sickness, not being trustworthy and wanting to run away. Girls appeared to have had more problems in this area than boys. Their concerns were divorced parents, not living with parents, siblings, old fashioned ideas, secrets and wanting to live elsewhere. The boys were concerned about being criticized, misunderstood, deceased parents, arguments and no fun.

Money, Work, The Future -- Under the area of money, work, the future, there was a commonality of problems of the subjects studied. Those of great concern to the boys and girls were

finance, employment during vacations, seeking advice, afraid of the future, being uncertain. Surprisingly though, boys were more concerned about education, future plans, careers, military and marriage.

Boy and Girl Relations -- In the area of boy and girl relations the subjects studied were concerned with establishing personal relationships with own sex, opposite sex, yearning for friendship, confused about standards of social etiquette. Problems of which the boys were more concerned about than the girls were leisure time activity, use of family car, how to make a date, and personal hygiene.

Relations to People in General -- In the area of relation to people in general, the subjects were concerned about personality, bashfulness, being made fun of and picked on, and finding fault. Girls tended to worry about being teased, talked about, feelings easily hurt, being bashful and lack of leadership. Boys on the other hand were concerned with awkwardness, arguments, fighting, no one to tell my troubles to, being treated like an outsider, losing control of temper, jealousy and being left out.

Self-Centered Concern -- In the area of self-centered concern, the students were concerned with problems of making mistakes, lacking self-confidence, and wishing I'd never been born. The boys showed more interest in failure, dishonesty, lacking self control, carelessness, nervousness, too serious and over excited. The girls had problems pertaining to daydreaming, laziness, getting into trouble, worrying, being punished, and unable to forget errors.

Conclusions.--The findings of this study have led to the following conclusions:

1. Girls tended to have more problems than boys in the area of health and physical development. A large per cent of the students showed concern for practically every problem listed on the MPL.
2. Boys were generally more troubled by problems of school than girls.
3. Girls indicated their concern for home and family as unhappiness of parents, siblings, and to keeping secrets from their parents. Boys objected to being criticized and misunderstood.
4. The subjects studied showed great interest and concern for vocational or avocational information and wanting to improve their financial status.
5. Boys tended to show more concern for problems in the area of boy and girl relations. The subjects indicated their desire for more sex information and need for improvement in their social-personal relationships.
6. In the area of relation to people in general, the boys tended to show more concern for social change. A large per cent of the girls indicated awareness to problems of personality and inability to control their feelings and emotions.
7. Nearly three-fourths of the students indicated their concern for practically every problem in the area of self-centered concern.

Implications.--The findings and conclusions of this research seem to warrant the following implications:

1. The concern shown by the subjects of this investigation indicates that many of these students were mentally handicapped by their general health and physical development. It appears that the students were unable to devote sufficient time to learning because of their preoccupation with problems of health.
2. The concern of the subjects involved in this investigation indicates that many are threatened about their social and academic well being. Evidence from this study suggests areas where studies should be conducted to correctly

identify and meet the needs of these students in areas of special concern.

3. The concern shown by the subjects of this investigation is the need to obtain an education, to remain in school to enhance their chance for success and reduce the problems of failure and potential dropouts.
4. The concern shown by the subjects of this investigation indicates that many lack self confidence. It appears that the students' concern about making mistakes have caused them to become discouraged and move in accordance with his expectations.

Recommendations.--The following recommendations were deemed essential as a result of this complete research:

1. That the school administration give serious consideration to providing for the health needs of these students. Further investigation will probably reveal a tremendous need for more health services for this entire community. If this is true every effort should be made to remedy this condition immediately. It is also recommended that a complete physical examination be given to these students and that the findings from these examinations be compared with the student concerns found in this study.
2. That there be social and recreational activities of the community, coordinated with the extra-curricular activities of the school. That these activities be quantitative and qualitative in their in-school and out-of-school aspects. The Parent-Teacher Association could contribute to the implementation of this recommendation.
3. That the administrators, teachers, and counselors be aware of the students' difficulties and make innovations with the pupils' interest in mind. A careful study of this thesis should be done by the faculty and staff, and by the curriculum committee.
4. That the J. P. Carr School be evaluated to determine the extent to which its program is designed to meet the needs of students in the seven problem areas studied in this research.

BIBLIOGRAPHY

Books

- Abrahams, Willard. Common Sense About Gifted Children. New York: Harper and Brothers Publishers, 1958.
- Arbuckle, Dugald S. Pupil Personnel Services in the Modern School. Boston: Allyn and Bacon, Inc., 1966.
- Cole, L. Psychology of Adolescence. New York: Holt, Rinehart, Winston and Company, Inc., 1954.
- Conant, James B. The American High School Today. New York: McGraw-Hill Company, Inc., 1958.
- Havighurst, Robert J. Developmental Task and Education. New York: Longmans, Green and Company, 1950.
- Humphreys, J. Anthony, Traxler, Arthur E. and North, Robert D. Guidance Services. Chicago: Science Research Associates, Inc., 1960.
- Johnson, Mauritz, Busacker, William E. and Bowman, Fred B., Jr. Junior High School Guidance. New York: Harper and Brothers, 1961.
- Maslow, Abraham H. Toward a Psychology of Being. New York: D. Van Nostrand, Inc., 1962.
- McDaniel, Henry. Guidance in the Modern School. New York: Holt, Rinehart, and Winston, 1960.
- McKinney, Fred. Counseling for Personal Adjustment. Boston: Houghton Mifflin Company, 1958.
- Rogers, Carl. Psychotherapy and Personality Change. Chicago: University of Chicago Press, 1950.
- Ramsey, Glenn V. Counseling and Guidance, A Summary Review. New York: The Macmillan Company, 1965.
- Wattenberg, William W. The Adolescence Years. New York: Harcourt, Brace and Company, Inc., 1955.

Articles

Clements, Hubert M. and Oelke, Merritt C. "Factors Related to Reported Problems of Adolescents," Personnel and Guidance Journal, XLV, No. 7 (March, 1967), 697-702.

Sparks, J. N. "Teachers' Attitudes Toward the Behavior Problems of Children," Journal of Educational Psychology, XLIII, No. 7 (March, 1952), 283-291.

Thompson, O. E. "Occupational Values of High School Students," Personnel and Guidance Journal, XLIV (May, 1966), 850-853.

Ulman, C. A. "Identification of Maladjusted School Children: A Comparison of Three Methods of Screening," Public Health Mimeograph, No. 7 (Washington, D. C.: Government Printing Office, 1952), 102.

Unpublished Materials

Allen, Robert. "Identifying Students With Special Needs At Eva L. Thomas High School, College Park, Georgia, 1964-65." Unpublished Master's thesis, School of Education, Atlanta University, 1965.

O'Bryant, Albert. "Pupil Problems As Bases for Program Modification in Reynolds Elementary School." Unpublished Master's thesis, School of Education, Atlanta University, 1965.

VITA

CALLOWAY, ADA MURPHY

Education:

B.A. Degree, Claflin College
Orangeburg, South Carolina.

NDEA History Institute, St.
Augustine College, Raleigh, North
Carolina.

NDEA Guidance and Counseling
Institute, Atlanta University
Atlanta, Georgia

Experience:

Social Studies Teacher and
Counselor in the public schools of
Loris, South Carolina.

Field of Concentration:

Undergraduate -- Social Studies
and Biology

Graduate -- Guidance and Counseling

Personal Information:

Married
Member of Georgia Teachers and Education
Association; National Education Associ-
ation; American Personnel and Guidance
Association; Mount Olive Methodist
Church; American School Counselors and
Zeta Phi Beta Sorority.